

California Civil Liberties Public Education Program (CCLPEP)

Information Packet and Grant Application Fiscal Year 2003-2004



This illustration is from the book *Poston, Camp II, Block 211* by author and CCLPEP Grant Recipient Jack Matsuoka (2002)

(Reprinted with author's permission)

October 2003

Dear Grant Applicants and Interested Parties:

Over the past year, the challenges of our State economy left us uncertain as to whether we would successfully continue the California Civil Liberties Public Education Program, (CCLPEP).

Fortunately, several significant changes have occurred to allow us to announce another year of funding. The first significant change for CCLPEP was the removal of the termination date for the program. Originally, this program was scheduled to conclude in the summer of 2004.

Because of this significant change, it allows CCLPEP to continue on a yearly basis, subject to an annual appropriation of funds from the State Legislature.

Second, because of the current state of financial affairs, this year's appropriation of funds for CCLPEP has been reduced to \$500,000. This change has directed us to focus on specific areas of emphasis this year to make sure that we utilize and enhance current, valuable resources to continue the goals and purpose of this program.

Again, I look forward to your applications and comments.

Yours Sincerely,

Dr. Kevin Starr
State Librarian of California

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A. GENERAL INFORMATION AND LEGISLATION

I. Current Changes to the CCLPEP and Areas of Emphasis for this Year's Grant Program

In August 2003, legislation was passed to remove the termination date of the California Civil Liberties Public Education Program, (CCLPEP). Originally CCLPEP was scheduled to sunset at the end of this fiscal year in June 2004.

Because of this important change in the legislation, we hope to continue to provide important projects and programs about the Japanese American experience during World War II until our goal of informing and educating all Californians about this important period of history is achieved.

In addition, a reduction in the yearly budget for CCLPEP occurred. This year we will work with a budget of \$500,000.

The above changes have therefore forced us to make certain priorities in this year's grant program.

Three specific areas of emphasis will be highlighted this year:

1. To fund and **enhance existing projects** that will continue to inform and educate the California community about the Japanese American experience during World War II.
2. To promote projects that serve as a **link** between the Japanese American incarceration and exclusion with the experience of other populations that may have faced similar circumstances of civil rights violations and acts of injustice.
3. To **create a legacy** that will incorporate various experiences of the Japanese American incarceration and exclusion during and after World War II, particularly during the period of **resettlement** back into the California community.

Grants of up to \$50,000 per individual/organization will be awarded to begin on July 1, 2004 and end on June 30, 2005.

II. General Information on CCLPEP

The California Civil Liberties Public Education Program, (CCLPEP), was created through legislation known as the California Civil Liberties Public Education Act, or AB 1915 (Chapter 570 Statutes of 1998). It has subsequently been extended in 2000 and then again in 2003.

The law names the California State Library as the administering agency for CCLPEP.

The purpose of CCLPEP is to provide competitive grants for public educational activities and to develop educational materials to ensure that the events surrounding the exclusion, forced removal and incarceration of U.S. citizens and permanent resident aliens of Japanese ancestry will be remembered. The intent is also to illuminate and understand the causes and circumstances of this and similar events.

Each year, CCLPEP welcomes and invites individuals, organizations and other interested persons to submit grant applications to promote and further the purpose of the program.

Prior to World War II, California was the home to more Japanese Americans than any other state. However, on February 19, 1942, just weeks after the United States entered the Pacific War, President Franklin D. Roosevelt signed Executive Order 9066. This Order gave the Secretary of War the authority and power to exclude any and all persons, citizens and aliens from designated areas in order to provide for security against sabotage and espionage.

As a result of this Executive Order, the lives of thousands of Californians were affected:

“Over 120,000 United States citizens of Japanese ancestry and permanent resident aliens of Japan were removed by the Army, first to ‘assembly centers’, temporary quarters at racetracks and fairgrounds, and then to ‘relocation camps’, which were bleak barrack camps mostly in desolate areas of the West. Some families spent years living in this condition, and suffered enormous personal and economic damages and losses.”¹

¹ Summary, *Personal Justice Denied*.

This issue has not been locked away in our past. Recourse has been pursued. Almost 40 years after the tragic events that followed the Executive Order, a national, bipartisan Congressional Commission was formed in 1980 to review the facts and circumstances surrounding Executive Order 9066. As a result of the findings and recommendations of this Commission, a federal law was enacted to issue a public apology for this tragic incident; make individual restitution to those incarcerated and create a public education fund to implement public education and research objectives.

Nevertheless, there are still many people in our community that are not aware of this tragic period of history and its impact on the lives of thousands of individuals. Therefore, the California State Legislature found it fitting and appropriate that California take its own initiative to recognize the need for further education and materials on this important chapter in our nation's history by passing legislation creating CCLPEP.

III. Goal and Purpose of CCLPEP

The California Civil Liberties Public Education Program, (CCLPEP), was created in 1998 as the result of the passage of the California Civil Liberties Public Education Act. It was extended in 2000 and then again in 2003 to carry out its original mission.

CCLPEP's goal and purpose is to provide competitive grants for public educational activities and the development of educational materials to ensure that the events surrounding the exclusion, forced removal and incarceration of civilians and permanent resident aliens of Japanese ancestry will be remembered, and so that causes and circumstances of this and similar events may be illuminated and understood.

Trip to Manzanar –
“The Japanese American
Experience: Journey to
Manzanar” Project
Grant Recipient: Wilbur Sato
and the Asian Pacific
American Labor Alliance
(2002)



IV. Administrative Agency

The California Civil Liberties Public Education Program is a project of the California State Library in Sacramento, California. The State Librarian of California is Dr. Kevin Starr.

For further information on CCLPEP, please contact:

Diane Matsuda, Program Director
California State Library
California Civil Liberties Public Education Program
900 N Street, #300
P.O. Box 942837
Sacramento, CA 94237-0001

Telephone: (916) 653-9404
Facsimile: (916) 654-5829
Email: dmatsuda@library.ca.gov



The Buddhist Church Experience in the Camps
Grant Recipient: Eiko Masuyama with Reverend Mas
Kodami at the Hongwanji Place, Los Angeles (2002)

Authorizing Legislation and Extension of CCLPEP

Assembly Bill No. 1915

CHAPTER 570

An act to add Part 8.5 (commencing with Section 13000) to the Education Code, relating to the California Civil Liberties Public Education Act, and making an appropriation therefor.

[Approved by Governor September 17, 1998. Filed with Secretary of State September 18, 1998.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1915, Honda. WWII internment of Japanese Americans: California Civil Liberties Public Education Act.

Existing law declares legislative intent to provide accurate instructional materials to schools on the internment in the United States of persons of Japanese origin and its impact on Japanese-American citizens and the Armenian genocide. Existing law provides legislative findings and declarations that there are few films or videotapes available on the subject for teachers to use when teaching pupils about these 2 devastating events, and that films or videotapes giving the historically accurate depiction of these events should be made in order that pupils will recognize these events for the horror they represented. Existing law encourages teachers to use these films or videotapes as a resource in teaching pupils about these 2 important historical events that are commonly overlooked in today's school curriculum.

This bill would enact the California Civil Liberties Public Education Act. This bill would require the State Librarian to establish a program for the provision of grants for the purpose of educating, or developing educational materials, or both, about the exclusion, forced removal, and internment of Japanese-Americans and permanent-resident aliens of Japanese ancestry during WWII.

The bill would reappropriate \$1,000,000 appropriated to the Department of Education by the Budget Act of 1998 to the California State Library for purposes of this act.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Part 8.5 (commencing with Section 13000) is added to the Education Code, to read:

Ch. 570

— 2 —

PART 8.5. THE CALIFORNIA CIVIL LIBERTIES PUBLIC EDUCATION ACT

CHAPTER 1. GENERAL

13000. (a) This part shall be known and may be cited as the California Civil Liberties Public Education Act. The purpose of the California Civil Liberties Public Education Act is to sponsor public educational activities and development of educational materials to ensure that the events surrounding the exclusion, forced removal, and internment of civilians and permanent resident aliens of Japanese ancestry will be remembered, and so that the causes and circumstance of this and similar events may be illuminated and understood.

(b) The Legislature finds and declares that the federal Commission on Wartime Relocation and Internment of Civilians (CWRIC) was established by Congress in 1980 to "review the facts and circumstances surrounding Executive Order 9066, issued in February 19, 1942, and the impact of such Executive Order on American citizens and permanent residents... and to recommend appropriate remedies." The CWRIC issued a report of its findings in 1983 with the reports "Personal Justice Denied" and "Personal Justice Denied-Part II, Recommendations." The reports were based on information gathered "through 20 days of hearings in cities across the country, particularly the West Coast, hearing testimony from more than 750 witnesses: evacuees, former government officials, public figures, interested citizens, and historians and other professionals who have studied the subjects of Commission inquiry."

(c) The lessons to be learned from the internment of Japanese-Americans during World War II are embodied in "Personal Justice Denied-Part II, Recommendations." The CWRIC concluded as follows: "In sum, Executive Order 9066 was not justified by military necessity, and the decisions that followed from it—exclusion, detention, the ending of detention and the ending of exclusion—were not founded upon military considerations. The broad historical causes that shaped these decisions were race prejudice, war hysteria, and a failure of political leadership. Widespread ignorance about Americans of Japanese descent contributed to a policy conceived in haste and executed in an atmosphere of fear and anger at Japan. A grave personal injustice was done to the American citizens and resident aliens of Japanese ancestry who, without individual review or any probative evidence against them were excluded, removed and detained by the United States during World War II."

(d) The Legislature further finds and declares that President Ronald Reagan signed into law the federal Civil Liberties Act of 1988 and declared during the signing ceremony that "This is a great day for America." In that act the Congress declared as follows:

"The Congress recognizes that, as described in the Commission on Wartime Relocation and Internment of Civilians, a grave injustice was done to both citizens and permanent residents of Japanese ancestry by the evacuation, relocation, and internment of civilians during World War II. As the Commission documents, these actions were carried out without adequate security reasons and without any acts of espionage or sabotage documented by the Commission, and were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership. The excluded individuals of Japanese ancestry suffered enormous damages, both material and intangible, and there were incalculable losses in education and job training, all of which resulted in significant human suffering for which appropriate compensation has not been made. For these fundamental violations of the basic civil liberties and constitutional rights of these individuals of Japanese ancestry, the Congress apologizes on behalf of the Nation."

CHAPTER 2. CALIFORNIA CIVIL LIBERTIES PUBLIC EDUCATION GRANT PROGRAM

13015. (a) The State Librarian shall allocate grants pursuant to the program established by this part. The grants awarded under the program shall be awarded on a competitive basis.

(b) The State Librarian may contract with independent review panelists and establish an advisory panel to evaluate and make recommendations to the State Librarian based on grant applications.

(c) The State Librarian shall select as grant recipients applicants who meet all of the following criteria:

(1) Applicants demonstrate the capability to, administer and complete the proposed project within specified deadlines and within the specified budget.

(2) Applicants have the experience, knowledge, and qualifications to conduct quality educational activities regarding the exclusion and detention of Japanese-Americans during World War II.

(3) Projects link the Japanese-American exclusion and detention experience with the experiences of other populations so that the cause and circumstances of this and similar violations of civil rights or acts of injustice may be illuminated and understood.

(4) Projects are designed to maximize the long-term educational impact of this chapter.

(5) Projects build upon, contribute to, and expand upon, the existing body of educational and research materials on the exclusion and detention of Japanese-Americans during World War II.

(6) Projects include the variety of experiences regarding the exclusion and detention of Japanese-Americans and its impact before, during, and after, World War II including those

Japanese-Americans who served in the military and those who were interned in Department of Justice camps.

(d) Applicants for grants pursuant to this section are encouraged to do each of the following:

(1) Involve former detainees, those excluded from the military area, and their descendants in the development and implementation of projects.

(2) Develop a strategy and plan for raising the level of awareness and understanding among the American public regarding the exclusion and detention of Japanese-Americans during World War II so that the causes and circumstances of this and similar events may be illuminated and understood.

(3) Develop a strategy and plan for reaching the broad, multicultural population through project activities.

(4) Develop local and regional consortia of organizations and individuals engaged in similar educational, research, and development efforts.

(5) Coordinate and collaborate with organizations and individuals engaging in similar educational, research, and development endeavors to maximize the effect of grants.

(6) Utilize creative and innovative methods and approaches in the research, development, and implementation of their projects.

(7) Seek matching funds, in-kind contributions, or other sources of support to supplement their proposal.

(8) Use a variety of media, including new technology, and the arts to creatively and strategically appeal to a broad American public while enhancing and enriching community-based educational efforts.

(9) Include in the grant application scholarly inquiry related to the variety of experiences and impact of the exclusion and detention of persons of Japanese ancestry during World War II, as well as its relationship to the experience of other populations so that the causes, circumstances, lessons, and contemporary applications of this and similar events will be illuminated and understood.

(10) Add relevant materials to or catalogue relevant materials in libraries and other repositories for the creation, publication, and distribution of bibliographies, curriculum guides, oral histories, and other resource directories and supporting the continued development of scholarly work on this subject by making a broad range of archival, library, and research materials more accessible to the American public.

(e) The State Librarian may adopt other criteria as it deems appropriate for its review of grant proposals. In reviewing projects for funding, scoring shall be based on an evaluation of all application materials: narratives, attachments, support letters, supplementary materials, and other materials that may be requested of applicants.

13020. (a) In the review process, the State Librarian shall assign the following order of priority to the criteria set forth in subdivision (c) of Section 13015:

(1) Criteria set forth in paragraphs (1) to (4), inclusive, shall be given highest priority.

(2) Criteria set forth in paragraphs (5) to (6), inclusive, shall be given second priority.

(b) The State Librarian shall consider the overall breadth and variety of the field of applicants to determine the projects that would best fulfill its program and mission. Final grant awards may be for the full amount of the grant requests or for a portion of the grant request.

(c) Applicants for grants pursuant to this section may include any of the following:

(1) Nonprofit organizations exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code.

(2) Four-year colleges and universities.

(3) Cultural institutions, arts organizations, and community organizations.

(4) Individual artists, writers, journalists, scholars, and educators.

(5) Units of government.

(6) Consortia composed of any of the entities described in paragraphs (1) to (5), inclusive.

(d) Grants allocated pursuant to this section shall be provided for the general purpose of establishing a legacy of remembrance as part of a continuing process of recovery from World War II exclusion and detention and specifically to do one or both of the following:

(1) Educate the public regarding the history and the lessons of the World War II exclusion, removal, and detention of persons of Japanese ancestry through the development, coordination, and distribution of new educational materials and the development of curriculum materials to complement and augment resources currently available on this subject matter.

(2) Develop videos, plays, presentations, speaker bureaus, and exhibitions for presentation to elementary, secondary, and community college audiences.

13025. On or before January 1, 2001, the State Librarian shall report to the Governor and the appropriate fiscal and policy committees of each house of the Legislature on the types of grants awarded and the accomplishments of the program established pursuant to this part.

13030. It is the intent of the Legislature that the sum of one million dollars (\$1,000,000) be annually appropriated for three years from the General Fund to the State Librarian for purposes of this chapter.

SEC. 2. The sum of one million dollars (\$1,000,000) appropriated by Item 6110-199-0001 of Section 2.0 of the Budget Act of 1998 is hereby reappropriated to the California State Library for purposes

of the California Civil Liberties Public Education Act contained in Part 8.5 (commencing with Section 13000) of the Education Code.

Legislation Extending CCLPEP

CHAPTER 132

An act to amend Section 13030 of the Education Code, relating to public education.

[Approved by Governor July 19, 2000. Filed with
Secretary of State July 19, 2000.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1914, Nakano. California Civil Liberties Public Education Act.

Existing law declares that it is the intent of the Legislature that the sum of \$1,000,000 be annually appropriated for 3 years from the General Fund to the State Librarian to sponsor public educational activities and the development of educational materials to ensure that the events surrounding the exclusion, forced removal, and internment of civilians and permanent resident aliens of Japanese ancestry will be remembered, and so that the causes and circumstances of this and similar events may be illuminated and understood.

This bill would extend this expression of the intent regarding the annual appropriation up to, and including, the 2002-03 fiscal year. The bill would, subject to an appropriation therefor, require the State Librarian to review and identify programs with similar goals that may be combined with the project in the future and to report to the Legislature, by November 1, 2004.

The people of the State of California do enact as follows:

SECTION 1. Section 13030 of the Education Code is amended to read:

13030. (a) It is the intent of the Legislature that the sum of one million dollars (\$1,000,000) be annually appropriated for each of the fiscal years 2000-01, 2001-02, and 2002-03, from the General Fund to the State Librarian, for purposes of this chapter.

(b) Subject to an appropriation in the annual Budget Act or other measure for this purpose, the State Librarian shall review and identify programs with similar goals that may be combined with this project in the future.

(c) Subject to an appropriation in the annual Budget Act or other measure for this purpose, the State Librarian shall report to the Legislature by November 1, 2004 on the progress of the program and on the results of the review required by subdivision (b).

O

In August 2003, the Governor signed Assembly Bill 1765. Within this bill, Chapter 157, Section 6120-150-001 continued the California Civil Liberties Public Education Program and made funding contingent on the annual Budget Act.

B. INFORMATION ON THE GRANT PROGRAM

I. Important CCLPEP Dates to Remember

October 2003	Grant Applications are ready for public distribution.
November – December 2003	Informational Meetings will be scheduled for San Francisco, Sacramento, and Los Angeles.*
JANUARY 20, 2004	GRANT APPLICATION DEADLINE.
March 2004	Grant Application Review and announcement of Grant Awards.
May 2004	Regional Orientation Meetings for new CCLPEP Recipients in Sacramento, Los Angeles and San Francisco
July 1, 2004	Grant Cycle begins.
June 30, 2005	All Projects completed.

* Please contact Lisa Turgeon-Staggs at 916-653-5862 for more information on arranging individual meetings, and also refer to attached sheet.

II. Preparing Your Application

- a. Please make sure that you read through the grant application in its entirety before you fill in the pages.
- b. Make sure that your proposed project falls within the priorities set forth in this year's grant program.
- c. Be realistic about your budget and scope of your program. You will only have one year to complete everything you have indicated in your grant application.
- d. Try to make an Informational Meeting or make an individual appointment to brainstorm, get specific information or advice from CCLPEP about your proposed project.
- e. Make sure that all pages are correctly filled out and copies are attached before the deadline. There are no exceptions.

III. Check List

Are all 8 pages of the Grant Application filled out correctly?

Are there 8 clear copies of the Grant Application enclosed with your original so that you are sending in a total of 9 applications?

Will the Grant Application be postmarked by January 20, 2004 and are you following the two acceptable methods of delivery?

If you are sending your application by US Mail, please send it to:

California State Library
E. CCLPEP
P.O. Box 942837
Sacramento, CA 94237-0001

If you are sending your application by a delivery service, such as Fed Ex, UPS or DHL, please send it to:

California State Library
CCLPEP
900 N Street, Suite 300
Sacramento, CA 95814

Are you sure that you are not including information that is not required in the Grant Application? All other information will not be returned or credited to your Grant Application.



Scholarship Recipients for the Nisei Student Relocation Commemorative Fund
Grant Recipients: Glenn Kumekawa and Jean Hibino (2002)

FISCAL YEAR 2003-2004 CCLPEP GRANT APPLICATION

Part One - General Information

A. Name of Applicant: _____

B. Organization: (if applicable) _____

C. Address of Applicant: _____

D. Telephone Number: _____

E. Facsimile Number: _____

F. Email address: _____

Part Two - General Information on the Proposed CCLPEP Project

A. Amount Requested from CCLPEP: _____

B. Type of Project:

C. Briefly Describe the Area(s) of Priority this project will cover?

D. Will your project be designed to target a particular type of audience?

Part Three - Project Description

Using only the space provided below, please provide a brief description of your proposed project:

Part Four - Distribution/Introduction of Project or Materials

Using the space provided below, please describe how you will distribute or introduce your project to the audience you have chosen to address:

Part Five - Other Considerations

Using the space provided below, please describe why you believe your project should be considered for funding and take this opportunity to express any other information which can be used to evaluate your project:

Part Six - Budget

Please use the space provided below to describe your budget:

Amount Requested by CCLPEP: _____

Other funds which will be used for this project: _____

Part Seven - Time Plan

Please use the space provided below to indicate how you will plan out your project on a month-to-month basis:

Part Eight - Profile of Applicant(s)

Signature

By signing this Grant Application for the California Civil Liberties Public Education Program, (CCLPEP), it certifies that the information prepared in this Grant Application is true and correct and that if you are awarded a grant from CCLPEP, you will agree to comply with all the applicable State procedures required by State Law and any regulations set forth by the California State Library.

Signature of Applicant: _____

Date: _____

IV. Supplemental Information Regarding the 2003-2004 CCLPEP Grant Application

This information is provided to assist potential applicants answer some questions about this year's Grant Application. It will review each area section by section.

Part One - General Information	
G.	Name of Applicant: _____
H.	Organization: (if applicable) _____
I.	Address of Applicant: _____ _____
J.	Telephone Number: _____
K.	Facsimile Number: _____
L.	Email address: _____

Part One – General Information

Please provide the general information requested of you. If you are not affiliated with any organization, please leave it blank. CCLPEP does not require that you have to be associated with any type of institution to apply for funding.

Part Two - General Information on the Proposed CCLPEP Project	
E.	Amount Requested from CCLPEP: _____
F.	Type of Project: _____
G.	Briefly Describe the Area(s) of Priority this project will cover? _____ _____ _____
H.	Will your project be designed to target a particular type of audience? _____ _____

Part Two – General Information on the Proposed CCLEPP Project

Amount Requested: Please clearly specify how much you are requesting from this program. Even if you are receiving funding from other sources to conduct your program, we are only interested in knowing how much money you need from CCLPEP. PLEASE REMEMBER THAT THERE IS A \$50,000 MAXIMUM LIMIT THIS YEAR. There is no minimum amount.

Type of Project: Indicate what you are doing. A book, an art piece, a live performance, etc. Please be as specific and brief as possible.

Area(s) of Priority: This year, three areas of priority will be highlighted:

ENHANCE EXISTING PROJECTS

This means that you will be using or adding to an existing project already created and taking a portion or its entirety and enhancing it in some way. If you are planning to use a project that was created by another person other than yourself, please make sure that you receive the proper written and legal approval to do this. Some examples of enhancing existing projects are:

1. Creating an exhibit to accompany a book that has been published
2. Creating a panel discussion to accompany a documentary that has been completed.
3. Creating an art piece to accompany a live performance or written work.
4. To re-edit an existing book/magazine.
5. To recreate a successful performance or field trip study/pilgrimage.

LINK

This means that you will promote a project that serves as a link between the Japanese American experience during World War II with the experience of other populations that may have faced/are facing similar circumstances of civil rights violations and acts of injustice.

Some examples of projects that have illustrated this type of project in the past are:

Part Two (Continued)

1. Documenting the circumstances surrounding the Italian American community during World War II and how similar acts of civil rights violations occurred in that community.
2. Documenting the challenges faced by the Native American community in Poston, Arizona prior to, during and immediately after the Japanese American incarceration during World War II.
3. Creating a live performance illustrating the similarities between current civil rights violations with those that occurred prior to and during World War II to Japanese Americans.

CREATE A LEGACY AND THE PERIOD OF RESETTLEMENT

This means that we are interested in looking for projects that will allow individuals to remember and further enhance their knowledge of the Japanese American experience during World War II. It is up to the applicant as to how this remembrance and enhancement will be illustrated.

Legacies in the past have included:

1. Oral histories of Japanese Americans incarcerated in the concentration camps.
2. Collaborative panel discussions and written work by various generations of Japanese Americans on the incarceration experience.
3. Musicals and performance pieces created to remember the Japanese American experience during World War II.

This section will also focus on projects that illustrate the challenges and experiences of the “period of resettlement” for Japanese Americans.

Through the information CCLPEP has collected from primary and secondary sources on the subject of resettlement, it has been found that this period of history for Japanese Americans proved especially difficult and challenging for them in finding jobs, adequate housing and general acceptance back into the mainstream community. This period of history is usually described and emphasized between the years 1945-1950.

Part Two (Continued)

AUDIENCE

Although the general goal of CCLPEP is to educate the California community about the Japanese American experience during World War II, certain applicants wish to tailor their project to encourage various professionals, school children or other individuals with a certain area of interest to engage in their project. It is not a requirement for your project to have a particular area of emphasis with a certain community. However, if you are interested in having your project utilized by a certain profession, certain requirements may be needed in order for it to be adequately utilized. Please check with the association/community/organization you wish to work with to make sure that your project meets the requirements.

Examples:

1. Creating curriculum for students, grades K-12, requires that projects follow the guidelines set forth by the California Department of Education. Currently, the Japanese American experience is taught at three grade levels: 4th grade California Studies; 10th grade US Government and 11th or 12th Grade Civics.
2. Creating classes for attorneys admitted to practice law in the State of California requires that your class must be certified by the State Bar of California.
3. Creating classes for students obtaining their teaching credential will also require that curriculum follow the standards set forth by particular institutions.

Part Three - Project Description

Using only the space provided below, please provide a brief description of your proposed project.

Part Three - Project Description

Part Three (Continued)

You can only use the space provided to describe your proposed project. Be as descriptive as possible so that the reader can clearly understand what you are trying to accomplish.

<p>Part Four - Distribution/Introduction of Project or Materials</p> <p>introduce Using the space provided below, please describe how you will distribute or your project to the audience you have chosen to address.</p>
--

Part Four - Distribution/Introduction of Project or Materials

It is equally important that your project be utilized. Please explain the method(s) in which you plan to distribute, disseminate, and promote your project. Please be as specific as possible.

<p>Part Five - Other Considerations</p> <p>Using the space provided below, please describe why you believe your project should be considered for funding and take this opportunity to express any other information which can be used to evaluate your project.</p>

Part Five - Other Considerations

This section allows you to include information that may not adequately fit into the two previous sections but is important to consider when your grant application is evaluated.

<p>Part Six - Budget</p> <p>Please use the space provided below to describe your budget.</p> <p>Amount Requested by CCLPEP: _____</p> <p>Other funds which will be used for this project: _____</p>

Part Six - Budget

At the top of the page, you will state the amount of funds that you are requesting from CCLPEP and whether funds from other sources will be used for this project. Please utilize the rest of the page to support your budget request. There is no particular formula or graphic method required to support your budget request but please make sure that each budgeted item requested is substantiated with some type of justification.

Also, please be advised that CCLPEP does not allow applicants to receive more than 10% of the total grant award for salaries and benefits.

It also does not allow for more than 2% of the total grant award for indirect or administrative costs.

<p>Part Seven - Time Plan</p> <p>Please use the space provided below to indicate how you will plan out your project on a month-to-month basis.</p>
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Part Seven - Time Plan

This page is allocated to illustrating your project calendar on a month-to-month basis. Please start with July 2004 and conclude in June 2005.

<p><u>Part Eight - Profile of Applicant(s)</u></p>
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Part Eight - Profile of Applicant(s)

Part Eight (Continued)

Please use this page to briefly describe who you are as the applicant/organization and any other important information we should know about you in considering this application. If you are applying for funding as an organization, information as to the history and purpose of your organization should also be included. If you are applying as a group of individuals working on a collaborative project, please include the role each of you will have in this particular project.

Signature

By signing this Grant Application for the California Civil Liberties Public Education Program, (CCLPEP), it certifies that the information prepared in this Grant Application is true and correct and that if you are awarded a grant from CCLPEP, you will agree to comply with all the applicable State procedures required by State Law and any regulations set forth by the California State Library.

Signature of Applicant: _____

Date: _____

Signature

By signing this agreement, you are indicating that everything that you have included is correct to the best of your ability. This also means that you have thoroughly considered the budget and time plan of your project and that you believe that this project can be completed within the time period specified.

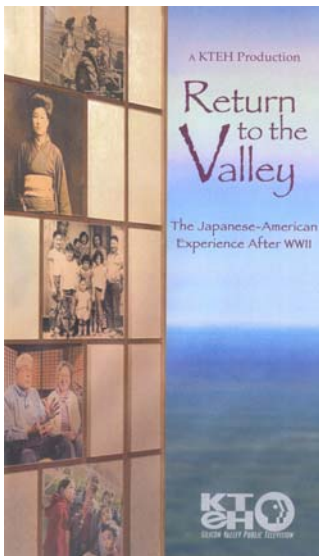
PLEASE REMEMBER THAT YOU SHOULD ALWAYS CHECK WITH CCLPEP IF YOU ARE IN DOUBT.

V. CCLPEP Review Process

Once your grant application has been received by CCLPEP, your application will be forwarded to a review committee for comments. Because of financial and other constraints this year, this review committee will only be asked to provide a numerical score to the applications they review and a summary of their written comments on the overall application.

Grant applications that receive a numerical score in the top 20% will be forwarded to the CCLPEP Advisory Committee and the State Librarian for further review and discussion. The State Librarian will take the comments of the Advisory Committee Members and make his final determination. Should you have any questions regarding the review process, you will have the ability to obtain a copy of the numerical score your application received and any written comments. This request must be made in writing.

As our project has received Legislative approval to continue this project for the next fiscal year, applicants who believe that their grant application should be given reconsideration will be given first priority of review during the next fiscal year. This, however, does not guarantee that the grant application will receive funding. Further discussion regarding the specific project parameters and goals should be discussed with the CCLPEP prior to resubmission.



Return to the Valley: A Documentary about the Japanese American Experience after World War II in the Santa Clara, Monterey Region.
Grant Recipient: Christina Lim, KTEH (2000)

C. DUTIES OF CCLPEP GRANT RECIPIENTS

Applicants will be informed of their award amount in writing and will be asked to sign a Memorandum of Understanding, (MOU), to clarify the specific project requested by CCLPEP.

In addition to the specific areas agreed upon by the Applicant and CCLPEP in the MOU, each applicant will be responsible for the following:

1. Grant recipients are expected to complete their project within one year of the initiation date of the project.
2. Provide monthly summaries of the progress of your project to CCLPEP.
3. Provide quarterly budget and project reports to the CCLPEP office as indicated in the packet that will be provided at the time of the Orientation Program. This is in addition to the monthly reports requested.
4. Attend the Mandatory Regional Mandatory Orientation Meeting scheduled for May 2004.
5. Complete the project by June 30, 2005.
6. Inform the CCLPEP office immediately of any substantial changes in the personnel/progress/delay of the program.
7. By signing a contract with CCLPEP, you are indicating that you plan to complete your project as you have illustrated in your grant application and have reconfirmed this in your Memorandum of Understanding. Please be advised that this office will be forced to initiate reimbursement proceedings of **all monies** awarded to you if your project is not completed by the termination date stated in your project.
8. Finally, you are requested to provide at least one copy of all work completed under this project to the CCLPEP staff and if possible, to all other CCLPEP recipients.

D. PROJECTS FUNDED BY CCLPEP

Listed below is a summary of the CCLPEP projects by category. If you are interested in finding out more information about a particular project that is listed, please feel free to contact CCLPEP by telephone or email and we will be happy to provide you with the name and address of the grant recipient in charge of the project. You can also obtain this information by visiting our website at www.library.ca.gov/cclpep.

- (1) indicates CCLPEP Grant Recipients funded in Fiscal Year 1998-1999
- (2) indicates CCLPEP Grant Recipients funded in Fiscal Year 1999-2000
- (3) indicates CCLPEP Grant Recipients funded in Fiscal Year 2000-2001
- (4) indicates CCLPEP Grant Recipients funded in Fiscal Year 2001-2002
- (5) indicates CCLPEP Grant Recipients funded in Fiscal Year 2002-2003

(in alphabetical order)

ART

30th Street Wall Hanging
Momo Nagano (1)

Broken Only at Sky
Michael Tora Speier (5)

Home Sweet Home: Portraits of Terminal Island
Terminal Islanders and Orangewood Productions (4)

Piecing Memories
Japanese American Services of the East Bay Quilting Class (1)

BOOKS

7-Sei
Neal Yamamoto (4)

Birth of an Activist: The Sox Kitashima Story
Joy Morimoto (4)

Blossoms in the Desert-Topaz High School Class of 1945-“Our Story in an American Concentration Camp”

Daisy Uyeda Satoda (4)

Breaking Ground: 100 Years of Japanese Americans in Gardening in Southern California

Southern California Gardeners’ Federation, Inc. (2)

Camp II Block 211

Jack Matsuoka and Emi Young (4)

From Pearl Harbor to 9/11 Lessons from the Incarceration of Japanese American Buddhist Ministers

Duncan Williams (5)

From Riverside To Poston: The Fujimoto Diaries

Deborah Wong (3)

From the Other Side of the Fence

Japanese Cultural and Community Center of Northern California (2)

Hawaii’s Americans of Japanese Ancestry’s Unlawfully Evacuated But Not Interned

William M. Kaneko (3)

The Heart Mountain Story

Mamoru Inouye (3)(4)

Hideo Date

Clapperstick Institute (3)

In America’s Shadow

Kimberly and Kaleigh Komatsu (1)

Issei Women’s Legacy: The 1830 Sutter History Project

Nihonmachi Little Friends (5)

James M. Omura Memoir Project

Professor Art Hansen (1)

Japanese American Books Restoration Project
Asian American Curriculum Project (5)

Japanese American Experience of Merced County 1904-1955
Japanese American Committee for Merced (5)

The Japanese American Incarceration: A Guide For Families
Japanese Community Youth Council (3)

Justice and Journalism – The Akira Komai Story
Michael Komai (5)

Loyal Protest: Japanese American Draft Resisters in the Federal Courts
Eric Muller (2)

Memoirs of an Issei Woman Artist
Ibuki Hibi Lee (5)

My Thirty-Nine Months at the Tulelake Segregation Center
Margaret Lowery (5)

Only What We Could Carry
Clapperstick Institute (1)

Ordinary People, Extraordinary Deeds
Nikkei for Civil Rights and Redress (3)

Outside the Exclusion Zones
Rita Takahashi (3)

Outside Work
Professional Gardeners' Federation of Northern California (4)

Protest and Resistance to Injustice: An American Tradition Symposium
Heart Mountain Wyoming Foundation (3)

Race and Law in the Japanese American Supreme Court Cases
Neil Gotanda (5)

Ruth Asawa Biography
Addie Lanier (5)

Salvage and “Ongaeshi” (Repaying a Kindness): The World War II College
Nisei and Southeast Asian “Boat Children”
Nisei Student Relocation Commemorative Fund, Inc. (4)

San Mateo Japanese American Citizens League History Project
San Mateo Chapter Japanese American Citizens League (3)

Sharing a Desert Home
Ruth Okimoto (2)

Silent Scars of Healing Hands
Japanese American Medical Association (4)

Thoughts and Reflections on the Japanese American Experience – Areas to be
Explored
California State Library Foundation (5)

Topaz Moon
Kimi Kodani Hill (1)

A Translation of the Diary of John Shinji Sato, 1942
Michael Sato (1)

Tule Lake Confidential
Eucaly Shirai (2)

Uncle Gunjiro’s Girlfriend
Brenda Wong Aoki (1)

A Visit to Tulelake
Barbara Takei and Judy Tachibana (2)

Wire Cutting
Kenji McCarthy Treanor and Yukiya Jerry Waki (3)

With Highest Honors: Orations & Essays by Nisei Students
Joyce Hirohata (4)

A Working Bibliography of Japanese American Internment Art
Jane Dusselier (4)

CONTESTS

Locked In/Locked Out

National Japanese Historical Society (3)(4)(5)

Stand By Me

National Japanese Historical Society and the American Civil Liberties
Union (2)

Statewide Art and Literature Competition

California State Library Foundation (2)

CURRICULUM

Building Connections

Los Angeles Unified School District (1)

Citizens for Life

Stockton San Joaquin County Public Library and the Stockton Japanese
American Citizens League (1)

A Consortia on the Japanese American Experience

San Francisco State University, Sonoma State University, DeAnza
Community College and Sacramento State University (1)

Curriculum on the Japanese American Experience

Stanford University Program on International and Cross-Cultural
Education, (1)

The Heart No Longer Silent

Megumi and Elaine S. Yoneoka (3)

Hidden Internment: The Art Shibayama Story

Casey Peek (2)

- The Japanese American Experience to Manzanar
Asian Pacific American Labor Alliance-Los Angeles Chapter (4)
- Japanese American Internment Curriculum Resource Center
Japanese American National Library (2)
- Kaoru's Bark
Sean O'Gara (2)
- Lieutenant Governor Cruz M. Bustamante's *Farewell to Manzanar* Education Initiative
Office of Lieutenant Governor Cruz M. Bustamante (4)
- Lessons of Our Lifetime
VFW Nisei Post 8985 (1)
- Once Upon a Camp
UCLA Asian American Studies Center and the Japanese American National Museum (1)(2)
- A Past to be Remembered
Mas Yamasaki and the Japanese American Services of the East Bay (3)
- Rabbit in the Moon* in Schools
Chizuko Omori (3)
- Spice/Densho Collaborative
Stanford University Program on International Cross Cultural Education (3)
- Stand up for Justice Curriculum Guide
Visual Communications (5)
- Teaching about Internment through the Prism of Baseball
Nisei Baseball Research Project (5)
- Tule Lake - The Past Remembered
Jim King and the Tulelake Basin School District (2)

Unexpected Heroes: The Story of the 522nd Field Artillery Battalion
Go For Broke Education Foundation (4)

When Justice Failed and History Happened Here: California Japanese
American Internment
Elk Grove Unified School District/UC Santa Barbara (5)

DOCUMENTARY

Calling Tokyo: Japanese Americans Broadcast In World War II
Gary T. Ono (3)

Comforting the Afflicted: Four Nisei Ministers 1942-1946
Southern California Nikkei United Methodist Caucus (4)

Conscience and the Constitution
Frank Abe (1)

Democracy Under Pressure: Japanese Americans and World War II
Japanese American Historical Society of San Diego (1)

Forced Out: Internment and the Enduring Damage to California's Cities and
Towns
KVIE Public Television (4)

Fred Korematsu Story
Eric Fournier (1)

From Camp To Swing: A Japanese Jazz Odyssey
Julie G. Cho (3)

Going For Broke
George Toshio Johnston (4)

Home Sweet Home: Terminal Island Spirit Behind the Pictures
Orangewood Productions, LLC (5)

The Italian American Film Project
Judith Ehrlich and Nick Black (5)

Japanese American Camp Experience Overview Film
Japanese American National Museum (4)

The Music Man of Manzanar
Brian Tadashi Maeda (3)

Not at Home on the Home Front: Japanese Americans and Italian Americans
in Richmond, California
Donna Graves (5)

Okage Sama De
Steven Okazaki (2)

Old Man River
Cynthia Gates Fujikawa (2)

One Wish
Michael Uno (5)

Return To The Valley
KTEH Public Television (3)

Silk Cocoon Project
Satsuki Ina (5)

Stand Up for Justice
Visual Communications (1)

Uncommon Courage
Military Intelligence Service of Northern California (1)

DRAMA

5/15/45-The Last Dance
June Watanabe (2)

After the War
Philip Gotanda and Diane Takei (1)

Coming into Passion/Song for a Sansei
Jude Narita (2)

Forgotten Valor
Lane Nishikawa and the 100th/442nd/MIS Memorial
Foundation (2)

A Jive Bomber's Christmas
Dom Magwili and Sachiko (3)

Last Dance: A Musical Oral History
Mark Izu (3)

Kono & Chaplin: Living in Silence
Clyde Kusatsu (5)

Manzanar
East West Players (3)

Only the Brave
Lane Nishikawa and the National Japanese American Historical Society
(4)(5)

EXHIBITS

1942: Luggage From Here to Camp
Japanese American Museum of San Jose (4)

Amache Information Distribution Project
Bob Fuchigami (1)

The Buddhist Church Experience in the Camps
Eiko Irene Masuyama (4)

Completing the Story-A Community Remembers
Japanese American Museum of San Jose (1)

Digital Project on the Japanese American Collection

Japanese American National Museum (1)
The “Enemy Alien Files” Exhibition Tour
The Enemy Alien Files Exhibition Consortium (4)

The Heart Mountain Story
Los Gatos Museum (2)

Home Front: The World War II Years
Ojai Valley Museum (4)

The Immigrant Experience in California
Merced County Library (5)

Japanese Internment: A Child’s Experience
Sierra Repertory Theater (4)

Merced and Tuolumne Obata Project
Central Sierra Arts Council and Merced County Arts Council, Inc. (4)

Nomura Project
Eastern California Museum (1)

Personal Responsibility: The Camp Photographs Of Toyo Miyatake
Eastern California Museum (2)

San Fernando Valley Japanese American Farmer
San Fernando Valley Japanese American Community Center (4)

Standing Guard
Sierra College Foundation (3)

Study Guide for Japanese American Veterans Memorial Court
Japanese American Cultural and Community Center (2)

Una Storia Segreta
Lawrence DiStasi (2)

LEGACY

Garden of Remembrance

San Francisco State University (3)

Japanese American Film Preservation Project

Flower Village Productions (5)

Japanese American Memorial

California State Library Foundation (3)

Preserving California's Japantown Legacy

California Japanese American Community Leadership Council (3)(4)

Tulelake-Butte Valley Fair Museum-Internment Collection

Tulelake Butte Valley Fair Friends, Inc. (4)

ORAL HISTORY

Beyond Faith: The Role of the Japanese American Church and Temple in the Japanese American Community

Japanese American Cultural and Community Center (4)

Bridge to the Rising Sun: Teachers of the US Navy Japanese Language School During World War II

Pedro Loureiro (5)

Florin Oral History Project

Joanne Iritani and the Florin JACL (1)

Japanese Peruvian Oral History Project

Grace Shimizu (3)

Legacy of Internment: The Impact of Executive Order 9066 on Oxnard's Japanese American Residents

Oxnard Public Library (2)

The Renunciants

Judy Tachibana and Barbara Takei (4)(5)

Sonoma County Japanese American Oral History Project

Sonoma County Chapter, Japanese American Citizens League (4)

South Bay Historical Project

Japanese American Citizens League, South Bay Chapter (5)

Stories Less Told: Women's Perspective of the Incarceration Camps

Denshō's Project (5)

The Tucsonians

Nicole Branton and Cherstin Lyon (3)

Voluntary Evacuees

Rita Takahashi (1)

OTHER PROJECTS

The All Camps Project

Tule Lake Committee, Inc. and Japanese American Historical Society of San Diego (5)

Camp Connection ID Card Project

Alisa Lynch (4)

Civil Liberties Education Awareness Conference

California State Library Foundation (4)

The Digital Generation Looks at Internment Camps – A Family Perspective

Urban Voice Inc. (5)

Extending the Circle – A Tribute to the Work of the CCLPEP

California State Library Foundation (5)

The First Manzanar Pilgrimage

Warren Furutani (5)

From Fred Korematsu To Wen Ho Lee: Defending The Civil Rights of New Americans

Asian Law Caucus (3)

Golden State Meets Gem State: Californians at Idaho's Kooskia Internment Camp, 1943-1945

Priscilla Wegars (3)

Kanasha Project

Military Intelligence Service of Northern California, Japanese American Citizens League, Sonoma Chapter, and Stephen McNeil (5)

Manzanar (CD)

East West Players (4)

Manzanar After Dark (MAD-ness!)

Manzanar Committee (4)

Manzanar: From Mountain to Mountain...Through the Valley of Time

Joey Furutani (4)

Manzanar Identification Project

Kari Coughlin (1)

Manzanar Volunteer Project

Little Tokyo Service Center (4)

Nuts and Bolts: Researching Japanese American Internment in the Bancroft Library at the University of California at Berkeley

Carol Lynne Horiuchi (3)

Our Legacy

Maestro Kent Nagano (2)(3)

Project J, Justice

David Iwataki (5)

A Reflection on the Heart Mountain Relocation Camp

Eiichi Edward Sakauye (5)

Reflections of Faith, Hope and Love
Hope Kawashima (3)

Social Justice Curriculum and Conference Project
Professors Margaret Chon, Jerry Kang, and Eric K. Yamamoto (4)

Voices: Sound, Historical Memory and the Internment of Japanese Americans
Darrell Hamamoto (2)

PERFORMANCE

Big Head
Denise Uyehara (4)

The Camp Dance: The Music & The Memories
Grateful Crane Ensemble (5)

Manzanar, Story of an American Family
East West Players (5)

Strands
Asian American Theater Workshop Company (3)

Within the Silence-Share the Courage
Living Voices (2)(3)

When I Awoke, I Was Climbing
Jude Narita (1)

STUDIES

The Battle Between the Nisei Vets and the Nisei Resisters of Conscience
George Tsukuda (2)

Black Civil Rights Responses to the Japanese American Internment
Professor Devon Carbado (3)

Ozawa, Cartosian, and Executive Order 9066: Socio-Legal History of Japanese and Armenian Americans in Fresno County 1922-1942

Edward Park and John Park (5)

Starting Over: Impact of World War II Internment of San Francisco Japantown and Japanese American Community

Professor Ben Kobashigawa (5)

WEBSITES

Establish Website for the Military Intelligence Service Association of Northern California

Military Intelligence Service Association of Northern California (4)

Exploring the Japanese Internment in Film - An E-Education Initiative

NAATA (2)

The Jason Project-Japanese American Summaries on the Net

Clement Hanami (2)

Lessons in Democracy

National Japanese American Citizens League (2)

ManyMountains.org

Brian Minami (5)

E. RELATED ARTICLES ON CCLPEP

**Nichi Bei Times
August 27, 2002**

Hokubei Mainichi
December 6, 2002

Hokubei Mainichi
September 7, 2002

Hokubei Mainichi
August 13, 2002

Nikkeiwest
September 10, 2002

Nichi Bei Times
December 6, 2002

Hokubei Mainichi
December 10, 2002

Rafu Shimpo
February 27, 2003